

A WHOLE SCHOOL APPROACH TO SPELLING

15 minutes
daily

Student Centered

Personal words (weekly process)

DAY 1

Collecting Word

Students collect words (3-8) from their writing, HFW list and topic words to learn for the week.

Transfer Words

Students transfer these words to their spelling journals and identify the difficult part of each word.

DAY 2 & 3 (& at home)

Learn Words

Students find a range of strategies and activities that will help them learn their words.

Feedback on words

Students have a partner ask them to spell each word and then they can check to see how successful they were & discover which words they may need to work with more to make sure they are remembered.

DAY 4

Recording Progress

Students will record the words that they got correct more than twice, to their 'Words I Know List'.

Spelling Investigations

State the Focus

The teacher states the purpose and **focus** of the inquiry, relating it to what has been observed in student's writing.

Collecting Words

Using class-reading materials, students collect and list examples of words containing the spelling focus.

Class List

Develop a class list of focus words.

Categorising

The teacher guides students to notice ways to categorise the words.

Generalisations

The teacher guides students to form generalisations based on their examples. Students should verbalise & write their understanding. They should then reflect of how their new learning can be applied to their own writing & reading.

CLASS WORDS

The teacher identifies a common word that students are finding difficult to spell.

Explicitly teach students how to learn the word using appropriate strategies.

Students practise.

CONDUCTING SPELLING INVESTIGATIONS

Children can attain a deep understanding about spelling and apply what they have learned if they are guided in a process of inquiry & discovery. The following steps are a way to do this:

1. The teacher states the purpose and **focus** of the inquiry, relating it to what has been observed in student's writing.
2. Using class reading materials, students **collect** and list examples of words containing the spelling focus.
3. Develop a **class list** of focus words.
4. The teacher guides students to notice ways to **categorise** the words.
5. The teacher guides students to form **generalisations** based on their examples. Students should verbalise & write their understanding. They should then reflect of how their new learning can be applied to their own writing & reading.

